RIDE Career and Technical Education Programs

Perkins V and State Categorical Funding

Application Guide

Rhode Island Department of Education

Office of College and Career Readiness

RIDE Rhode Island
Department
of Education

I. Overview

CTE career preparation programs, initiatives, and planning activities must include a budget and budget narrative detailing how the CTE program funds will be budgeted to achieve the desired goals as described in the Comprehensive Local Needs Assessment (CLNA). All funding applications must also indicate the milestones that will be used to progress monitor and track progress toward continuous improvement.

This application picks up where the CLNA left off. How funds are budgeted for each program year should reflect year 1 or year 2 expenditures.

Below are instructions for both summer funding and school year funding applications.

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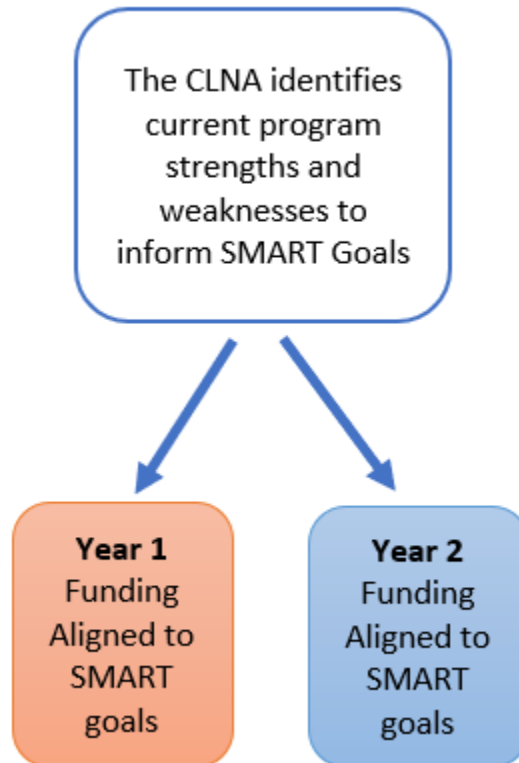
II. Summer Funding Instructions

Submit your summer budget in AcceleGrants as soon as your allocations are uploaded in order to ensure reimbursement beginning July 1. In order to view annual deadlines, please visit [www.ride.ri.gov/cte.](www.ride.ri.gov/cte) Additional details are shared via the Commissioner's weekly field memo.

If you have questions, please contact cte@ride.ri.gov.

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II. School Year Funding Instructions

Applications will be accepted and reviewed on a rolling basis, but all budgets should be inputted before the school year begins.

Instructions

Application Selection

Once logged into AcceleGrants, select the correct funding application from these choices:

- ☐ Career Technical Education – Secondary
- ☐ Career Technical Education – Secondary Set Aside (for CTE Teacher Grant recipients)
- ☐ Career Technical Education – Reserves (for Equity Grant recipients)
- ☐ Career Technical Education – Postsecondary (CCRI only)
- ☐ Career Technical Education – Special Programs (CTSOs, DCYF and DOC only)
- ☐ Career Technical Education – Categorical (Secondary only)

Part A: Secondary/Postsecondary Information

The sections listed in Part A will be completed only once per year and listed as hyperlinks in AcceleGrants only within the "District Level" view.

Section 1: Applicant Information

Complete Applicant Information; include the CTE Director or designee's contact information.

1. Contact Person Type:
2. Contact Name:
3. Contact Email Address:
4. Contact Phone Number:

Section 2: Needs Assessment Alignment & Progress Monitoring:

Complete <u>one</u> Needs Assessment Alignment & Progress Monitoring for the entire application, located within the Secondary application "District View."

> **Section 2.A: Alignment to Needs Assessment**
> *Explain how the budget you propose for this school year aligns to each of the SMART goals identified in Section 7 of the Comprehensive Local Needs Assessment (please note, Section 6 for new programs). For each SMART goal, paste the goal from the most recent CLNA and provide a brief explanation of how your budget supports that goal. Responses must support Perkins V Section 135.*

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This section will appear as text fields, similar to those included below.

SMART Goal 1 (copied from Comprehensive Local Needs Assessment):
  How does your proposed budget for this year advance this goal? (100 words or
  fewer):
SMART Goal 2 (copied from Comprehensive Local Needs Assessment):
  How does your proposed budget for this year advance this goal? (100 words or
  fewer):
SMART Goal 3 (copied from Comprehensive Local Needs Assessment):
  How does your proposed budget for this year advance this goal? (100 words or
  fewer):

Section 2.B: Progress Monitoring
To effectively manage CTE funds, programs should develop metrics, aligned to SMART goals to monitor performance and adjust course as needed throughout the year.

Please **identify three metrics (i.e., SMART goals)** you will use to monitor progress throughout the year. These should be metrics for which you will have data readily available during the school year, and which will provide useful information that can guide your decision-making in managing your program. These metrics may be identical to your SMART Goals above, or may be other measures that connect to your long-term goals. *Responses must support Perkins V Section 113.*

Complete the text fields included below for each of your three metrics; responses should be limited to 50 words or less.

1.   Metric #1
      a. Metric name: _____
      b. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
      c. Metric description/definition: _____
      d. Data source: _____
      e. Frequency of measurement (e.g., monthly, quarterly, semesterly, etc.): _____

2.   Metric #2
      a. Metric name: _____
      b. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
      c. Metric description/definition: _____
      d. Data source: _____
      e. Frequency of measurement (e.g., monthly, quarterly, semesterly, etc.): _____

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3. Metric #3
    a. Metric name: _____
    b. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
    c. Metric description/definition: _____
    d. Data source: _____
    e. Frequency of measurement (e.g., monthly, quarterly, semesterly, etc.): _____

Part B: Program Information

AcceleGrants requires that programs be added to the application one-by-one. That said, RIDE has limited the number of fields required to streamline this step as much as possible. LEAs must select "Draft started" in order to begin this portion of the application.

To add a program, select "add program" and type in the CTE program name. Do this for every CTE program within the LEA.

Section 3: Budget

Complete the following forms for <u>each</u> CTE program:

1. **Budget**: Provide a full accounting of how you intend to fund your CTE programs to achieve your goals. Program budgets will populate the district level budget to reflect the total allocation. A list of the available Object Codes is below, along with a column for the amount budgeted for Perkins V and the amount reimbursed with State Categorical. Please note, all Object codes included in the application must include details about each expenditure, and as appropriate LEAs should upload additional evidence to support this budget.

Note for CTE Categorical: As a reminder, effective July 1 annually, CTE Categorical funding shall be invested into the program that generated the funds. Funds may not be reallocated to different CTE programs within the same school. Additionally, CTE Categorical funding cannot be used to fund nonpriority sector programs. More information can be viewed in the Appendix, which includes the CTE Categorical Funding policy.

Use the table below as a planning tool for aligning Perkins V and Categorical funds; a separate application will be created in AcceleGrants to submit a budget for how state categorical will be used to reimburse expenses during each school year.

CTE Program Name:	Perkins V Federal Funding	State Categorical	Total Budgeted
51000 – Personnel Services – Compensation			
52000 – Personnel Services – Employee Benefits			

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53000 – Purchased Professional & Technical Services			
54000 – Purchased Property Services			
55000 – Other Purchased Services			
56000 – Supplies & Materials			
57000 – Property & Equipment			
58000 – Miscellaneous			
60000 – Indirect Costs (to be provided)			

Below are budget tables similar to those provided in AcceleGrants for this section:

CTE Program Name:	Perkins V Federal Funding
51000 – Personnel Services – Compensation	
52000 – Personnel Services – Employee Benefits	
53000 – Purchased Professional & Technical Services	
54000 – Purchased Property Services	
55000 – Other Purchased Services	
56000 – Supplies & Materials	
57000 – Property & Equipment	
58000 – Miscellaneous	
60000 – Indirect Costs (to be provided)	

Additional Sub-Functions to code within AcceleGrants for program budgets include:

Face-to-Face Teaching [11]	Program Support [23]	Business Services [33]	Legal Obligations [44]
Classroom Materials [12]	Assessments [24]	Contingencies [41]	School Management [51]
Pupil Support [21]	Non-instructional Pupil Services [31]	Capital [42]	Program/Operations Management [52]
Teacher Support [22]	Facilities [32]	Out-of-District Obligations [43]	District Management [53]

Section 4: Assurances & Signatures
Review and electronically acknowledge each of the documents below, then print the
Assurances and Signature pages and upload into AcceleGrants.
  a. Perkins Career and Technical Education Program Assurances
  b. Perkins Career and Technical Education Program Certification
  c. Perkins Career and Technical Education Program Signature Page

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Section 5: Budget Narrative: CTE programs and budgets must be aligned to meet the Perkins V legislation, including Section 134, the Comprehensive Local Needs Assessment. Please respond to the questions in this section by describing how you plan to utilize funds to support key program components. Limit each response to 100 words or fewer.

For each question, paste or type responses into the text fields similar to those included below; responses should be limited to 100 words or fewer.

1. How does your budget utilize state categorical and Perkins funds to support key program components designed to meet Rhode Island's CTE Standards, including:
    a. Culminating credentials (industry-recognized credentials or advanced coursework), as described in the CTE Standards (100 words or fewer)
    b. Work-based learning opportunities that meet the Governor's Workforce Board Guidance and any applicable CTE Board requirements (100 words or fewer)
    c. Course or curriculum requirements from the CTE Standards (if applicable) (100 words or fewer)
    d. Employability skills requirements (if applicable) (100 words or fewer)
2. How does your budget utilize state categorical and Perkins funds to support staffing, including teacher recruitment, training, and ongoing professional development?
3. How does your budget utilize state categorical and Perkins funds to support operational needs, including facilities and equipment? (100 words or fewer)
4. How does your budget utilize state categorical and Perkins funds to support the success of all students? In your answer, be sure to address how you will achieve equity in students' access, participation, and performance in the program. (100 words or fewer)
5. How does your budget utilize state categorical and Perkins funds to help students develop the skills identified in their Individual Learning Plans (ILPs)? How do these funds encourage connections with the middle schools which students attend before enrolling in this program, and the colleges/employers they go to after graduation?
6. Why is this the most efficient use of funds to achieve your desired student outcomes? How does this budget support the highest "return on investment" (ROI) for these dollars? (100 words or fewer)

Section 6: (for LEAs Only): Complete a Categorical Budget

AcceleGrants requires a separate budget to reflect the amounts, by Object Code, for which an LEA expended state level categorical dollars. Use the budgeted line items from the table below as a planning tool.

In Application

CTE Program Name:	Categorical Funding Amount
51000 – Personnel Services – Compensation	
52000 – Personnel Services – Employee Benefits	
53000 – Purchased Professional & Technical Services	
54000 – Purchased Property Services	
55000 – Other Purchased Services	
56000 – Supplies & Materials	
57000 – Property & Equipment	
58000 – Miscellaneous	
60000 – Indirect Costs (to be provided)	

Additional Sub-Functions to code within AcceleGrants for Categorical spending include:

Face-to-Face Teaching [11]	Program Support [23]	Business Services [33]	Legal Obligations [44]
Classroom Materials [12]	Assessments [24]	Contingencies [41]	School Management [51]
Pupil Support [21]	Non-instructional Pupil Services [31]	Capital [42]	Program/Operations Management [52]
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Rhode Island Career and Technical Education: Categorical Funding Policy

RIDE and CTE Board of Trustees
March 6, 2020

Purpose

The purpose of this policy is to describe how the Rhode Island Department of Elementary and Secondary Education (RIDE) will allocate state categorical funding to support career and technical education (CTE) in accordance with RIGL §16-7.2-6(b). This policy is intended to ensure that funding results in high-quality programs for students in preparation for career success.

RIDE CTE investments are intended to supplement rather than supplant local CTE investments. To be eligible for funding, districts must provide annual documentation of continuity of local funding or maintenance of effort.

Part 1: High-Cost Offset Funding

High Cost Categorical Funding shall provide supplemental funding to CTE programs to offset the increased expenses associated with supporting high-quality CTE programs.

Eligibility

To be eligible for funding, state-approved CTE programs shall:

a) prepare students for Priority Sector CTE programs; and
b) meet the program standards adopted by the Career and Technical Education Board of Trustees (CTE Board).

Use of Funds

Effective July 1, 2020, CTE Categorical funding shall be invested into the approved program that generated the funds. Funds may not be reallocated to different CTE programs within the same school. Each recipient will be required to submit an annual expenditure report detailing how funding was invested. LEAs may request a waiver from some or all of this requirement. Waiver requests must be made to RIDE, which will evaluate the request based on standards set by the CTE Board, and notify the CTE Board of any waivers granted at the CTE Board's next meeting.

Part 2. Expansion Funding

Categorical CTE Funding shall support the incubation, transformation, or expansion of CTE programs that specifically prepare students for Priority Sector career fields.

Annually, RIDE and the CTE Board, in conjunction with the Governor's Workforce Board and the Department of Labor and Training, will review real-time Labor Market Information to determine CTE Programs that prepare students for Priority Sector career programs. To be eligible for funding, supported programs must both:

a) align to Priority Sector career programs; and,
b) meet program standards approved by the CTE Board.

Original policy was adopted in September 2016 and took effect on July 1, 2017. Policy was updated on March 6, 2020 and took effect on July 1, 2020.

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